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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate vocational teachers to individually and cooperatively encourage students to prepare for nontraditional fields. Expected time for use of the materials is 90-120 minutes; suggestions for shortening are included. Contents include a leader's script (material to be presented), one transparency master, and seven handout masters. Handouts include list of expanding options activities and notes on the vocational teacher's role in expanding options, resource lists (specifically for Kansas), and three classroom situations for use in brainstorming exercises (for the inservice group). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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Project: Strategies for Sex Fairness
College of Education
Kansas State University

VOCATIONAL TEACHER
ENCOURAGING NON-TRADITIONAL OPTIONS

A Vocational Education Special Project
Kansas State Department of Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS

PRICE PER PACKET \$1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'

Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'

Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'

Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'

Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'

Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'

Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'

Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'

Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'

Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'

Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'

Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'

Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'

Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

'Instructional Material - Usage Despite Bias'

Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'

Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'

Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'

Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'

Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'

Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'

Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'

Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'

Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'

Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'

Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'

Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'

Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'

Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'

Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'

Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'

Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This packet is designed to stimulate vocational teachers to think of different ways they individually and cooperatively can encourage students to prepare for non-traditional fields. Used in its entirety, the packet has sufficient materials for 90-120 minutes. The packet can be shortened by several methods. If you are presenting to a group that is already very much aware of the need to reduce the influence of sex stereotyping and bias for their students, much of the introductory orientation can be eliminated. You can skip over strategies that don't apply to the setting of your participants. You can shorten class discussion and the number of brainstorming exercises used.

This in-service packet is designed to be used alone, in combination with other packets, or to supplement other in-service activities. The packet attempts to facilitate thought and discussion as well as to present information. Its effectiveness will be determined by the audience's discussion and participation.

Included in the packet are:

1. A Leader's script. This script has action guide notations in the right column.
2. Clues to Brainstorming Situations. This is a help sheet while directing brainstorming.
3. One transparency master:
 .Processing Steps Which Students Need

By covering the master with a sheet of transparency film and running both the sheet and master through a Thermofax machine, a transparency for use with an overhead projector can be produced.

4. Seven handout masters:

- .Possible Expanding Options Activities
- .The Vocational Teacher's Role in Expanding Options
- .Brainstorming Situation 1
- .Brainstorming Situation 2
- .Brainstorming Situation 3
- .Effective Kansas Resources for Expanding Options
 for Students
- .Resources (page 2)

Copies of these handouts for distribution can be made by using any copying machine or by using a Thermofax machine to make a ditto master.

A suggested general format for this in-service unit is:

1. Before the presentation the leader should:
 - a. become familiar with the script through pre-reading, making modification to fit your audience or speaking style.
 - b. set up the overhead projector.

2. The leader reads the script to the group, incorporating the action guide notations on the right-hand column when appropriate.
3. The leader supervises the brainstorming activities.

LEADER'S SCRIPT

We as vocational educators have long been committed to developing in our students the skills and resources they may need in future adult roles. That is our business. Although outsiders sometimes question such a practical approach to education, most of us wouldn't be vocational educators if we didn't give top priority to the development of sufficient coping skills and resources in our students. What will tomorrow's world be like for today's students? What future roles will they be called upon to assume?

We in our lifetime have seen rapid change. The work force is now 42% women--meaning that over half of today's women 16 or older work. The pressure of inflation has caused family roles to adjust. More and more families need two wage earners to provide financial support. As financial responsibilities become shared, household and child care responsibilities also are shared to make workable the family's daily routine. These changes have combined with other forces to result in many families choosing to have fewer children. Even families that can afford the luxury of having the wife stay home when children are young, often find her ready to enter the labor force within ten years. Another big change in American society has been the increase in single-parent families. Many female single parents have no choice other than to work. More and more men find themselves a single parent with children to care for.

We, as adults, often experience difficulties adjusting to such role changes as they touch our lives. No one can tell for sure what additional adjustments lie in tomorrow's world for our students. The best we can do is to give them the skills and resources that it appears will be needed, based on what seem to be the developing trends. Then we can cross our fingers that these will be sufficient to meet the students' future challenges. Perhaps the most important preparation we can give them is to show each student how to consider all options open, as they all face choices of which skills and resources to develop. This gives a student a broader range to draw from when facing whatever lies ahead. Girls need to consider seriously developing a skill that can be drawn upon when-

ever she finds it is time to be in the labor market. Taken into consideration should be the type of work she enjoys, flexibility of work in an occupational field, and earning potential in an occupational field. Men need to consider seriously developing home management and child-care skills that can be drawn on when needed. And he needs to ask himself the time commitment he wants his job to demand from his life.

Since we are closely involved in training people for future jobs, we are in the position to make great contributions toward making it possible for students to be able to choose from all options as they decide on their future occupations. In today's world, many occupations have a high proportion of one sex filling certain jobs. A major reason for this situation is the assumption in American society that because men and women are different in their physical attributes, they must therefore also have different behavior, possess different interests, develop different skills, and seek different appropriate occupations. Any time a boy or girl steers away from what is considered appropriate for that sex, he or she is bombarded with messages saying, "No! No! Must not do!" --often accompanied by a form of hand slapping to drive home the point.

As a result, in expanding occupational choices for our students, we often find one of the essential tasks is getting the student to think beyond the "appropriate" or the traditional occupations. Society has often done quite an effective molding job. Many students haven't even conceived of doing inappropriate types of paid work, let alone considered whether they might like to do it. Then, once students conceive of the possibility, we need to work at countering the "No, no! Not for you!" messages that bombard students from parents, peers, community, businesses, and in some instances even in our school environment. Finally, if we find students planning to enroll or already enrolled in our-non-traditional training, we need to provide these students the necessary encouragement and support. Each aspect is a gigantic task. Let's look at the way we can start the task.

Top priority is having each of us sort out how we really feel about expanding occupational options for our students. You see, we have had to cope with the rapid changes in today's society. Most of us were not prepared to face such changes. Some of us have felt extreme frustration coming from money worries, divorces, children with values different from ours, and/or forced role changes. Some of us have gotten ~~angry~~. Some have tried to keep up with the changes, but have a queasy feeling that the American society is rapidly going downhill. Some of us have become extremely depressed with friends accusing us of being cynical. Some just try to muddle through one day at a time. Few of us haven't been touched in some way by the rapid changes. Even if, intellectually, we can agree that students do need to consider non-traditional options, we need to understand our emotional reactions to helping support change by preparing students for it. Even more frightening, our support may help to make these changes permanent.

Let's do a rapid sorting of our feelings right now. This will be for fun-- and to give us all a chance to exercise after a stretch of just sitting and listening. Test your thumb; can you waggle it? ---***--- Let me make some statements. If you agree with a statement, waggle up like this ---***---. If you disagree with a statement, waggle down like this---***---. If uncertain, let your thumb just rest in a horizontal position. ---***--- Remember, this is just to help you sort out your feelings, so react according to your first impulse. There are no right or wrong responses--so if you are out of step with neighboring thumbs, that's okay. You are reacting as you feel.



Men are not patient enough to work with small children in nursery school.

Most women wouldn't marry a man working as a secretary/clerk.

Full-time outdoor jobs are unsuitable for females.

Women are becoming too independent today.

Most boys do not have the finger coordination to be a typist.

Most men wouldn't marry a woman working as a plumber.

Generally, females perform best at jobs where they are working with people.

Only men can handle the difficult jobs.

There is increased juvenile delinquency in families where the mother works.

Boys must choose careers that pay well enough to support a family whether they like it or not.

Men are better bosses than women.

Girls are not willing to work under conditions that are dirty, messy, or noisy.

A man can't be a good father while working full-time as a nurse.

Most high school girls would laugh at a girl enrolled in television repair.

A husband should earn more than his wife.

Boys enjoy competing and winning and must advance as high as possible to be a success.

Think of the type of exercising you just did. If your thumb tended to be up most of the time, this is a clue that you may need to think through today's changing society and how future generations can best cope with tomorrow. Do a little reading. Talk it over with friends over coffee. Think it through. Otherwise your heart won't be in it, and you can't possibly be effective in expanding options for your students.

In helping students to consider all options as they think about occupations, we immediately find different approaches dependent on the setting you are functioning in. If you are currently in a junior or senior high, you are thinking about actions you and your fellow faculty can take within your setting. If you are at an area vocational technical school or a two-year or four-year college, you may do less with undecided students within your school and more with recruitment efforts that encourage students to consider non-traditional fields. Often this will be in outreach to potential students. If you are involved with older students considering a career change or re-entering the work force, a different approach to recruitment may be called for. Whatever your setting and methods, efforts to expand options for your students are most

effective when your teachers, guidance counselors, and administrators are all working toward the same results.

So let's consider students by ages, and you can adapt to whether these will be classroom and/or recruitment activities. ---***--- As you deal with junior through senior high students, most need processing through understanding what roles they have a good chance of facing in the future; what categories of skills and resources to consider developing; how to recognize and separate such external influences as "shoulds" coming from parents, peers, school, and social internal influences as their own wishes, feeling, beliefs, and ideas from such external influences as "shoulds" coming from parents, peers, school, and society in general; how to explore occupational information; and how to make occupational choices drawing on one's interests, abilities, values, and circumstances. Even post-secondary teachers may find some students needing this processing.

This processing task can occur through a variety of methods. Each school staff must decide what is workable for them. If a school has a sound career education program effectively reaching all students, the most that you may need to do is to be sure that students are exploring all options. But many schools aren't this lucky.

These unlucky schools can take students through the processing steps by a variety of approaches. Counselors can organize guided consciousness-raising groups to help students gain self-knowledge, set career/life goals, and increase awareness of broader career options. But often counselors do not have the time or scheduling flexibility to reach all students or to handle all steps. Many students relate better to teachers they admire and respect. Teachers can contribute to the students' processing by meshing it or parts of it into their instructional unit. This can be done by setting aside a definite time block such as a week or by dealing with it a little at a time. In all cases, students need not only the facts, but to be able to think about things and to sort out what seems best for them.

How much you handle is determined by the degree to which the processing of

Show
Trans-
parency
1,
Processing
Steps Which
Students
Need"

students is a cooperative venture in your school. You can do a lot to contribute to expanding horizons for students in other classes. You are the person on your school staff who best knows what it is like to work in your field. You are your school's most valuable resource on wages, job opportunities, job specialties, long-term prospects, preferred preparation, and needed skills and abilities for your field. Share your occupational knowledge with students exploring occupations. Students will gain a much more realistic picture of what being a carpenter, a chef, or a data processor is all about.

One of the difficulties students face as they consider their interests, abilities, and skills is that their self-look is dependent on past experiences. Past experiences for many students have been heavily governed by what was appropriate to do. Many girls haven't tested out if they like or can do mechanical things. Many boys haven't tested out if they like or can supervise small children. You are in a unique position for your shop or classroom can provide hands-on experience to test job skills. And in the process, some students increase the range of occupations they consider.

Here are some expanding-options activities that you as a vocational teacher could become involved in within your classroom, as outreach to other students, or in recruitment efforts for your program. Glance through the list. Can anyone think of other possible activities to add to the list? ----***----

Once we have non-traditional students in our classes, we may need to take some encouraging steps so they don't drop out. Often a non-traditional student experiences isolation and a feeling of loneliness. This is sometimes compounded by harassment and teasing from peers. One of the most effective counter-measures is company. Try, if possible, to schedule non-traditional students so at least four of them are together in the same class. This buddy system or peer support has been found to be most effective in retention.

But often there aren't four non-traditional students wanting to take your course. What can you do to help? First, you as the teacher have great influence on the classroom atmosphere. Students tend to pick up clues from you. Show that

Pass out
Handout 1:
"Possible
Expanding
Options
Activities
(Check
for
reactions
and/or
additions)

you expect the same kinds of learning behavior and mistakes from both sexes. The non-traditional student is often unsure that he/she is doing the right thing in bucking tradition--give feedback, advice, and encouragement as to the soundness of what they are doing. Give reassurance about their performance. To help develop a feeling of belonging, encourage participation in club activities.

But sometimes all your efforts toward developing classroom atmosphere is not enough. Here you have expended great efforts to set examples. You have expected the same learning behavior and mistakes from both sexes. You have carefully avoided singling out individual students for attention, either in praise or criticism, because of their sex. You have kept classroom rules for clothing, protective garments, and general appearance applied evenly to both sexes so they can be treated matter-of-factly as a part of the learning situation. And above all, you have trained yourself to listen to yourself so you didn't slip in any sexist comments and jokes. But students are still hostile to the non-traditional student and are disrupting your classroom. What can you do? When this occurs, take some classroom time to increase students' awareness of the harm and limitation sex role stereotyping lends to their lives. If this isn't enough, discuss with the non-traditional student how a sense of humor is a vital asset that can be an effective counter measure.

There are other ways to support and encourage non-traditional students in your class. Create a chance for the students to see and visit non-traditional workers in your field. This provides opportunities for informal discussions about the challenges, problems and rewards of that role. Another avenue giving much the same support is setting up peer counseling with more advanced students. Often non-traditional students need help explaining to parents and spouses future benefits of their unusual preparation. Open houses, media publicity, letters, brochures, fact sheets, and/or coffee hours are all ways of lending your assistance with parents and spouses.

Another problem found facing the non-traditional students is that they

do not have the same experience, knowledge, and backgrounds as the traditional students. Home economics teachers may find boys unaware that gelatin preparation takes boiling --not just hot-- water or that devices exist to open cans and jars beyond pocket knives. Shop teachers find girls needing to acquire the skill to look at a flat diagram and transfer to three dimensions. Possibilities of limited experience and knowledge in non-traditional students need to be taken into account during instruction. Although this demands more flexibility from you, you can use your sense of humor, remembering that non-traditional students also tend to have fewer "bad habits" and misconceptions to correct.

In the work with older students in area vocational technical schools or colleges, additional support often adds encouragement. It is found that women over thirty are much more ready to try a non-traditional field. Their self-image has developed so they are much less dependent on how outsiders see them. "No! No!" messages are much more easy to ignore. Many of these women now find themselves needing money for their family, so are seeking larger pay checks. Services they can use include providing day care, assistance in finding financial aid or a part-time job, and special efforts to provide peer counseling. Not enough special non-traditional programs for men have been developed to know what support is most needed. It is reasonable that they too feel isolated, and would also appreciate peer counseling and encouragement.

For older students, using the telephone to follow up on awareness is effective. Spread the word about non-traditional options by expressing enthusiasm wherever you are--PTA, community group meetings, talking with business representatives. If every vocational teacher shares in expanding options in his or her school and community, today's students have a good start toward being able to face tomorrow's challenges.

The task is not always easy, and we can find ourselves in frustrating situations. Let's look at some situations teachers have encountered. Let's brainstorm some of the ways a teacher and/or school staff can handle the situation, or better yet take steps to prevent recurrence. Remember brainstorming

is just thinking out loud. Even if an idea isn't practical, your thought can stimulate other practical ideas. Contribute. This is how creative workable alternatives are born. I will pass out the first situation. With this will be a short outline of some approaches I have mentioned earlier. Incorporate any approach that seems appropriate. Think beyond to possible others. ---***---

(Brainstorming works best in smaller groups. If your in-service group is greater than ten, divide group into subgroups of five or six for the activity. Three situations are included. Use as many as your time allows. Accompanying the situations are suggestions you can use if the group seems unresponsive--"Clues to Brainstorming Activities." Let a group brainstorm on a situation for about ten minutes. If you wish, each group can select a recorder who can report back to the main group with any suggested solutions.)

1. Give out the first situation and handout #2: "The Vocational Teacher's Role in Expanding Options"
2. Follow up with other situations if time allows.
3. Hand out #3: "Kansas Resources for Expanding Options"

CLUES TO BRAINSTORMING SITUATIONS

(Comments that can be mentioned if participants have difficulty in brainstorming exercises)

Situation 1:

1. Some girls in your school are very unaware of the necessity of their being prepared for an occupation. They still see their future roles as being married and taken care of the rest of their lives. The school staff needs to incorporate increasing girls' awareness before they enroll in your class so non-traditional students entering your class are interested in a metals occupation.
2. Perhaps you can be a leader in developing more realistic recruitment activities for non-traditional students.

Situation 2:

Walt is unaware of the skills and abilities needed to become a secretary. The school staff needs to incorporate students' finding out about skills and abilities needed in an occupation and finding out what skills and abilities they possess.

Situation 3:

Get students involved. Check with training institutions in your town or area for graduates and assistance. Get businesses involved.

TRANSPARENCY MASTER

PROCESSING STEPS WHICH STUDENTS NEED

1. Awareness of Future Roles for which to Prepare
2. Types of Skills and Resources to Develop for Preparing Oneself
3. Separating 'Should Dos' Coming from Oneself Apart from Outside Messages
4. Finding Out about One's Interests, Abilities
5. Finding Out about Occupations
6. Making Occupational Choices

HANDOUT MASTERS

HANDOUT 1: POSSIBLE EXPANDING OPTION ACTIVITIES

- . Locate non-traditional workers and invite them to speak to class.
- . Ask students in your class to talk to peers about non-traditional opportunities in your field.
- . Hold special shop open house so students gain understanding of opportunities, aptitudes, and skills needed in your field.
- . Personally invite non-traditional students interested in your field to visit and observe a class.
- . Spread word about your program to media---salaries, job satisfaction, enrollment.
- . Encourage your student organization to develop displays or exhibits on opportunities for non-traditional workers in your field.
- . Visit other classrooms to tell about interests and physical requirements needed by men and women in your field.
- . Set up job site visitations for members of the non-traditional sex who may be considering enrollment in your class.
- . Develop a fun, short, and informative general assembly program to attract attention and publicity.
- . Have a special career exploration activity after school hours, asking students to bring a classmate of the non-traditional sex.
- . Assist in school plans for career exploration combination courses.
- . Contact feeder schools to assist them in encouraging non-traditional options.
- . Ask fellow faculty to help identify students who might be interested in your class.
- . Put a blurb in parent newsletter about non-traditional opportunities in your field.
- . Review all promotion literature on your class--make sure non-traditionals feel welcome.
- . Work closely with businesses in field so they will assist in training non-traditional workers.
- . Review instructional materials. If found to carry messages that field is for only one sex, take measures to counter influence.
- . Put up posters and pictures of non-traditional students.
- . Use student and outreach packets developed by Kansas State Department of Education. See Kansas resource list.

HANDOUT 2: THE VOCATIONAL TEACHER'S ROLE IN EXPANDING OPTIONS

- A. Be sold on it yourself;
 - 1. Attend in-service, read, talk about it.
 - 2. Encourage fellow staff to cooperate.
- B. Assist in student processing so they:
 - 1. Are aware of future roles to prepare for.
 - 2. Know what skills and resources to develop for preparation.
 - 3. Can separate "Should Do" messages coming to them from external sources.
 - 4. Explore all their interests, abilities.
 - 5. Know how to find out what an occupation is like.
 - 6. Know the decision process for making occupational choices.
 - *7. See handout 1 for possible classroom and recruitment activities.
- C. Encourage non-traditional student retention;
 - 1. Counter feeling of loneliness.
 - a. Have at least four non-traditional students in a class, if possible.
 - b. Encourage club membership.
 - c. Set up peer counseling across classes.
 - d. Create opportunity to see and talk with non-traditional workers in the field.
 - 2. Counter harassment from peers.
 - a. By actions, show you expect same learning and mistakes from both sexes.
 - b. Avoid singling out one sex for praise or criticism.
 - c. Give even rules for clothing, protective garments, general appearance.
 - d. Avoid sexist comments and jokes.
 - e. Encourage meeting hostility with humor instead of uptightness.
 - f. Hold class discussions on how sex role stereotyping limits students' lives, now and in the future.
 - g. Involve students in recruiting non-traditional students.
 - 3. Recognize that the non-traditional student may be behind in experience, knowledge, and background.
 - a. Aid in developing weak areas.
 - b. Give reassurance about their performance, and that they can make it.
 - 4. Additional support possibilities.
 - a. Aid in explaining to parents and spouses opportunities for non-traditional workers.
 - b. Survey the day care services which are available.
 - c. Point out financial assistance or part-time job possibilities.
 - d. Spread word to businesses and community about expanding options.

SITUATION 1

You are a metals instructor at a high school with 1,500 students. To show that the school is expanding options for students, the administration last spring pushed to have girls enroll in your class by mass announcements. As a result, this fall you have seven girls in your third hour class. Two of the girls really want to learn about metals and you don't mind them. But five of the girls appear to be there as a lark because that is where the boys are. Their flirting and joking has disrupted the class and little learning is occurring. You are behind in your lesson plan schedule. You talk to the administration and they inform you they need all seven girls in the class to look good on the state reports--you must keep them no matter what. How can you handle the situation? What steps can the school staff take to prevent recurrence?

SITUATION 2

You are a business education teacher and you have a student, Walt, enrolled in your typing and secretarial track. He is there because he thinks it would be neat to be the right-hand aide of a person with lots of power. He envisions being involved in lots of action, knowing lots of important people, and being the one that makes it all run. Walt is behind in your class. His assignments are always messy and often in the wrong form. His typing speed is below average and you are suspicious that he just doesn't have much finger coordination. He continually loses assignments or misunderstands what was expected. Lately some of his work has improved, but you think he is getting a fellow classmate to do some assignments. How do you handle the situation? Can the school staff do something to prevent recurrence?

SITUATION 3

A Career Awareness Night for parents and students has been planned for your school. You and your fellow vocational teachers would like to have some non-traditional workers represented to aid in expanding options for students. You ask around and no one can name any non-traditional workers. The one union representative in town said he has produced no women craftworkers. The local hospital said they have no male nurses. The phonebook lists physicians' and lawyers' names that all look male. How do you handle the situation? What can your school do?

EFFECTIVE KANSAS RESOURCES FOR EXPANDING OPTIONS FOR STUDENTS

PROJECTS: STRATEGIES FOR SEX FAIRNESS

(A Special Vocational Education Project; Kansas State University and
Kansas Department of Education)

Developed 7 instructional packets for use in classroom:

"Does Occupational Stereotyping Need to Limit Choice"

"Focus on the Future: Changing Lives"

"What Would I Do If That Were I?"

"My Legal Right - Expanding Female Options"

"My Legal Right - Expanding Male Options"

"Is My Textbooks Limiting Me in Considering Future Roles"

"Is My Guidance Test Limiting Me in Considering Future Roles"

Marilyn Legg, Coordinator

Department of Adult & Occupational Education

Holton Hall

Manhattan, Kansas 66506

Check catalogue from Pittsburg Media Center for ordering data.

RESEARCH REPORT: IDENTIFYING EMPLOYMENT BARRIERS RELATED TO SEX BIAS

This research project states the results of a survey conducted in
Southeast Kansas in which employment barriers relating to sex
bias were identified.

Ms. Corena Mook

Sex Equity Specialist

Kansas State Department of Education

120 East Tenth

Topeka, Kansas 66612

JOINT WORKSHOP ON SEX EQUITY

(A Special Vocational Education Project; Kansas State Department of
Education) Kansas Counselors, Career Educators, and
Vocational Educators plan projects to work together in Kansas
schools.)

Mr. Ken Hoffman & Phil Wurtz

Counselor Education Department

Emporia State University

Emporia, Kansas 66801

AUDIO VISUALS

The following Audio Visuals are available on loan at the Kansas State Department of Education. Contact Ms. Corena Mook, Kansas State Department of Education. 913-561-2091.

Hey, What Are Your Plans For The Next 60 Years? by Mary Ellen Verheyden-Hilliard

A 15-minute slide/tape show that tells about new jobs opening up for men and women; suggests reasons why it is a good idea to try something new and how one may feel about that; and talks about how changes in work have brought some changes to family and social roles and how people feel about these changes.

Non-Traditional Careers for Women - by Pathescope Educational Films, Inc. and The Associated Press

A filmstrip presentation which provides a broad picture of a career area, using interviews with real people working at real jobs and focusing on the details of a given career area.

Sex Role Stereotyping - A National Education Association Publication kit which contains the following sound filmstrips:

- "Cinderella is Dead"
- "The Labels and Reinforcement of Sex Role Stereotyping"
- "Blue is for Sky, Pink is for Watermelon"
- "Women's Rights: Multi-Cultural Equity"
- "Sexism, Racism, Classism in the Schools"
- "We Don't Know How to Grow People"
- "ERA - The Equal Rights Amendment and You"

Jobs and Genders - by Guidance Associates

A sound filmstrip designed to present both male and female students with challenging facts and ideas about how their genders may influence their vocational choices and to encourage students to explore what they really would like to be and do rather than what they think society expects them to be and do.

I'M Glad I'M She, I'M Glad I'M He - A sound filmstrip on loan from the North Carolina Dept. of Public Instruction

A 25-minute, color videotape presentation by Deborah Patterson, Doctoral Candidate at West Virginia University in Morgantown, West Virginia, designed to introduce young women to the possibility of a career in Industrial Education and to see how women can fit into the profession, what the duties are and what skills are required.

Solving Old Problems Instead of Creating New Ones: An Approach to Sex Equity -

A Videotape and a cassette tape presentation of Amanda Smith's presentation at the Kansas Vocational Association in Wichita on March 30, 1979.

Slide/Tape Interview Presentation: Opportunities in Non-Traditional Careers
Special Vocational Education Project: Olathe Vocational School/ Kansas State Department of Education

Ms. Corena Mook/KSDE

or
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Diane Lang or Helen Seeley
Olathe Vocational School
Olathe, Kansas 66061

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- . Pull out and use only those sections which are most appropriate for you
- . Adjust any of the materials to fit your individual style
- . Make copies of parts that apply to your setting

This packet is a sample made for the purpose of obtaining field reaction before a final revised packet is prepared. You should have obtained this copy free. Final revised packets can be ordered at production cost from:

Kansas Vocational Curriculum Center
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Room 115, Willard Hall
Pittsburg State University
Pittsburg, KS 66762

Order forms can be found in any of their catalogues of current materials.